



Traffic Safety Game Show

Bicycle Safety lesson 2 of 3

Grade level: 4

Subject Area: Physical Education, Health

Skill Set: Bicycle Safety

Introduction

This is the second of three bicycle safety lessons. In this lesson we demonstrate how to properly fit and adjust a bicycle, check it for safety and play a “Jeopardy” style Traffic Safety Game Show. This class will build on the previous helmet safety lesson and prepare students for the following Bicycle Skills lesson.

Objective

This lesson will develop transportation safety knowledge with a Traffic Safety Game Show and provide students with practice and evaluation. Goals for the Game Show are to have the class answer questions about safe behavior, laws and rules for walking and bicycling. The object of the game is not which team scores the maximum points but how many students can ultimately answer all the questions correctly!

California Health Education Standards


- 7.4.N Practice how to take personal responsibility for engaging in physical activity
- 1.9.S Explain the importance of wearing helmets, pads, mouth guards, water safety vests, and other safety equipment during athletic and outdoor activities.
- 1.18.S Identify personal protection equipment needed for sports and recreational activities (e.g., mouthpieces, pads, helmets).
- 5.4.S Evaluate how following family, school, and community rules can impact safety.
- 7.3.S Use appropriate protective gear and equipment.
- 7.4.S Follow safety rules and laws at home, at school, and in the community.
- 8.3.S Encourage other’s safety behaviors (eg., wearing bicycle helmets and seat belts).

California Physical Education Standards

- 5.3 Accept responsibility for one’s own performance without blaming others.
- 5.4 Respond to winning and losing with dignity and respect.

Set Up

Regular classroom; Leave 5 minutes before class to set up game show questions. Game cards or acetates can be made from the questions provided.





Time

45 minutes

Materials

- ✓ Pedestrian and Traffic Signal set
- ✓ Portable intersection (diagramed tarp)
- ✓ Traffic Safety Questions
- ✓ Props for game show, small car, bike, bike horn or noisemaker for getting groups attention
- ✓ Bike Pump

Preparation

- ✓ Set up questions by categories

Discussion: Introduce Safe Routes to Schools (SRTS)

SRTS is a program that teaches kids the importance of walking and bicycling as a way to get around. SRTS programs work to increase safety by teaching kids walking and bicycling skills and etiquette.

Discussion: The Four Fantastic Reasons to bike and walk

Ask students to provide reasons for biking or walking if they have previously discussed them or have ideas. Write these on the board. Later they can be used as team names during the playing of the game.

When walking and biking, we're:

- ✓ cutting down on pollution
- ✓ getting good exercise
- ✓ cutting down on traffic
- ✓ having fun!

Discussion: Objective


Materials

Large game set up with props (cars/trucks, people, and squeaky mascot who demonstrates the maneuver in question) and question sheets that can be tacked or taped to a wall or bulletin board and the props mentioned above.

Lesson Outline

I) Discussion: Introduce Safe Routes to Schools (SRTS)

SRTS is a program that teaches kids the importance of walking and bicycling as a way to get around. SRTS programs work to increase safety by teaching kids walking and bicycling skills and etiquette.





2) Discussion: Introduce the Game

The game will test their knowledge of bike and pedestrian safety.


There are three categories:

- Walk it Out (how to be a safe pedestrian)
- Where to Ride (on the road)
- Rules of the Road (bicycle laws)
- Show and Tell (students teach the class)

3) Discussion: Explain the rules

- The class will be divided into two to four teams (named for one/more of the many fantastic reasons to walk or bike)
- Each team will have a scorekeeper (optional – score sometimes is for chaos management – a team can lose points if they are too rowdy)
- Teams will alternate choosing categories
- Teams will alternate answering questions with the overall class goal of completing as many questions as possible during the activity. Some questions are true-or-false or multiple choice; most questions allow three chances to provide the answer.
- If a team fails to answer the question correctly, the other team may answer it.
- The teacher may determine full or partial credit.
- Individual teams should work together. Emphasize to the students that there should be a spokesperson for the team who either answers the question on behalf of the team or defers to another member to answer. Tell the students they should not be raising their hand to answer the question!

4) Activity : Play the Game

- Work through the Jeopardy questions by category
 - Note: Further discussion options have been italicized.
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Category: Walk It Out

Level 1:

What are the three things you should do every time you come to the “edge” of the sidewalk or a roadway? The “edge” is where people, bikes, or cars could cross your path.

Answer:

- 1) Stop and wait
- 2) Look- left, right and left again (discuss why left first and twice- because that is the first direction that cars approach from. You should check to the right, and then left again because cars move fast.
- 3) Listen

Level 2:

1) Introduce Pedestrian Traffic Signals and hand signals with an example of each one. Show and ask students to tell the meaning of each one.

1. Walk Signal (person walking), means it is safe to start crossing after checking to make sure car drivers have stopped for you.
2. Solid Red Hand, means Stop, Do Not Cross, the other traffic will be crossing your path.
3. Flashing Red Hand, means finish crossing the street.

2) Which driving signals (red, green or yellow light) are like each one of these signals?

1. Walk Signal (person walking) - Green Light
2. Solid Red Hand - STOP Red Light?
3. Flashing Red Hand - Yellow Light: Safe to continue through the intersection if you have already started crossing. Not Safe to start crossing!

3) What do each of these pedestrian signals mean? Demonstrate each one

1. Outstretched hand with palm facing driver (means please stop for me)
2. Wave Through (with a large arm motion)- go ahead, I'm going to stay here.
3. Thank you for waiting for me. (small wave of hand)


Level 3:

Sometimes, when you are far from a crosswalk or intersection you have to cross from between two parked cars. Demonstrate how not to cross safely between the 2 cars. Use chairs as props. Have students correct your actions by raising their hands when they see an incorrect action.

Answers:

- 1) Unsafe: Stand between parked cars without looking if there is anyone in the parked cars.
Why: This is a poor choice because a driver in a parked car could move the car and hit you.
Safe: Check to see that no drivers will move the parked cars when you step between them.



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- 2) Unsafe: Walk past the parked cars into the street.

Why: This is a poor choice because the parked cars are blocking you so that other drivers cannot see you and it is hard for you to see the driver.

Safe: Stop, wait, look and listen at the edge of the parked cars. Cross when it is clear in both directions.

- 3) Unsafe: One lane of traffic has stopped for you as you cross the street, but keep walking without paying attention across the street.

Why: This is a poor choice because other traffic may not see you and might hurt you.

Safe: Practice crossing multiple lanes using and stopping at each edge.

Level 4:

What should you do if you are halfway across the street and the “WALK” signal changes to the flashing “Red Hand” signal?

Multiple Choice:

- a. Keep walking at a normal pace.
- b. Turn around and go back.
- c. Run the rest of the way across the street.

Answer: a. Keep walking at a normal pace. Never run in the street.


- *Ask why we never run in the street. Ask students if they ever fall down. Ask, “Do you fall more often when you run or when you are walking?” They need to understand that to fall in the street is extremely dangerous.*
- *Mention always to activate a crosswalk signal if there is one at a traffic light, to ensure there will be enough time, unlike a green light activated for a single car.*
- *Mention the countdown signals and how much time you typically take to cross a street (this can be their homework assignment).*

Category: Where to Ride

Level 1:

1) When is it ok to ride your bike in the road against traffic?

Answer: Never.

- *Cars and bikes have the same rules – is it ever legal for a car to go the wrong way down a one-way street or drive on the other side of the road? NO!*
 - *When we are riding, we are going a lot faster so we cannot react as quickly. We also know that more accidents are head-on crashes and that people seldom get hit from behind. In a head-on crash you suffer the combined force of both your speed and the speed of the car, making the impact greater. And of course, it also is against the law to ride bikes facing cars(?).*
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- We also know that more accidents are head-on crashes and that people seldom get hit from behind. In a head-on crash you suffer the combined force of both your speed and the speed of the car, making the impact greater. Example: bike rider is going 10 miles per hour toward another vehicle going 25. If they crashed how much how many miles/hour? Answer 35 MPH.
- If they were travelling the same direction, and had a crash it would be like the bike rider hit(?) something at 15 MPH.
- At which speed is there a better chance of surviving? Answer 15 MPH.

2) Is it ok to walk facing traffic is there is no sidewalk?

Answer: When there is no sidewalk, we walk facing oncoming cars.

- We do this because it is easier for the drivers to see us because we can look through the windshield at the person driving the car and try to make eye contact. Ask what making eye contact means. Explain that this is a very good way of protecting yourself because looking at someone forces them to look back at you. Model this by looking several people directly in the eyes. Explain that if you are walking facing the cars you can tell if they have not noticed you, and you can get out of the way if you have to.

Level 2:

What is the “Door Zone”?

Answer: The part of the street into which car doors open. When you are riding in the Door Zone next to parked cars, a driver or passenger might open a driver’s side door and you could run into it.

- Ask how can we protect ourselves in the door zone? By safely riding with more experienced riders or parents outside of the door zone. By looking for people in the cars, listening for engines and watching for tail lights and exhaust; we always go slowly and pay extra attention around parked cars.
- Mention how unsafe it is to weave in and out of parked cars; even when there is a large gap between them, it is better to choose a PREDICTABLE straight line on the road, far enough away from the parked cars ahead (demonstrate with your props).

Level 3:

Many children are hurt when they ride out of the driveway past the sidewalk and into the street without stopping and without looking. What 3 things should you do when you get to the edge of the sidewalk and street, or anywhere where your path crosses someone else’s?

Answer: Stop/Wait at the “edge”, Look both way, and Listen. Cross if and when it is safe.

Level 4:

Sidewalks and Crosswalks

1) True or False: In San Francisco, you can ride your bike on the sidewalk if you are under 12 years old and there are no signs that say “no bicycle riding”.

Answer: True





2) True or False: It's ok to ride your bike in the crosswalk.

Answer: No, it is not ok. Car drivers are not looking for fast moving bikers, runners, or skateboarders in the crosswalk and you could get hit and hurt if they don't see you. Also, the law only protects you if you are walking your bike.

Category: Rules of the Road

Level 1:

Ask for a student to come up to the front of the room and demonstrate the bicyclist's hand signals for turning right, turning left, and slowing down or stopping. What hand is used to make hand signals and why?

Answers:

- 1) Left arm up at a right angle for turning right.
- 2) Straight out to turn left
- 3) Down at a right angle to slow and/or stop.
- 4) Right arm pointing to the right for turning right. This signal may be simpler to do than a right turn using the left hand, but it is closer to the moving car traffic as bikes ride on the right hand side of traffic. If a cyclist uses the right hand, it may not be as visible.

Level 2:

According to California law, which statement is true?

- 1) Bicyclists always have to stop at stop signs.
- 2) Bicyclists only need to stop at stop signs if there is a person, bike or car at the intersection.
- 3) Bicyclists don't have to stop fully at a stop sign if a car driver signals for them to go.

Answer: 1) Bicyclists always have to stop at stop signs.

- *Always obey traffic signs and signals; it's the car you don't see that is going to hit you (and the people/bikes you don't see that you'll hit/hurt).*
- *Cars and bikes have the same rules – do cars always have to stop at a stop sign? YES!*


Level 3:

California law says that a bicycle rider must give hand signals before making turns.

Multiple Choice:

- 1) Only on Mondays and Fridays
- 2) Unless you are talking on a cell phone
- 3) Always

Answer: 3) Always. Car drivers and bicycle riders have to follow the same rules.

- *A driver can receive a citation for failing to give a turn signal. Turn signals are very important because that's how we let other road users know where we are going so we don't run into one*
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another. It's important to start practicing using turn signals so that it will be automatic when you are older, and so that drivers can see your intentions. Be aware, however, that your hand signal does not control a driver's behavior—they will not necessarily give you the space for a turn when you signal it. Also keep in mind that drivers do not always use their turn signals, and that they sometimes have a turn signal on but fail to turn.

- Also, do not attempt a turn signal if it will cause you to lose control of the bike, as when braking downhill. Tell the students to practice riding with only the right hand on the handlebar if they currently feel uncomfortable doing so.

Level 4:

- 1) What should you put on each time you get on your bicycle?
- 2) Why?
- 3) What is the average cost of treating a Traumatic Brain Injury in the hospital?
- 4) If you survive a head injury, how many days on average does one spend in the hospital not including rehabilitation?

Answer:

- 1) Your helmet
- 2) Because it protects your brain in a crash
- 3) 21,000 dollars (cost in 1999)
- 4) 25 days in the hospital

Source – National Highway Transportation and Safety Administration – figures from 1999.

Category: Show and Tell

Level 1:

It is normal for bicycle tires to lose air over time. How do you pump one up and how much air do you know to put into the tire? Have a student demonstrate.

Level 2:

How can you keep your pant leg from getting torn up and greasy when you ride a bike? Have a student demonstrate rolling up or securing pants out of the way of the front chain ring (gears) and chain of the bike. Have a leg band or rubber bands available for student to use.

Level 3:

Quick releases on bicycles can help you if you know how to use them. Show us how to use one.

Level 4:

Demonstrate an ABC Quick Check on an instructor's bicycle.



**Assessment**

Were students able to answer questions, participate in discussion and demonstrations, and share personal experiences?

Closing

Explain that next time we will be getting on bikes to practice their riding skills or learn to ride.

Additional Safe Routes to School information can be found at:

www.saferoutesinfo.org

www.sfbike.org/saferoutes

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